



## Personal Development

# I am special!



### BACKGROUND

Help children find out how special they are! Encourage them to participate in the activities and games that focus on individual strengths and how each person is unique.

### LIFE SKILL AREAS

The group games, teamwork, and songs will help develop social skills. Opportunities for decision making will be provided through games and discussions.

Development of fine motor skills and eye-hand coordination will be encouraged through the use of scissors and markers. Large motor skills will be developed by participation in the group games.

### IDEAS FOR VOLUNTEERS

Try these suggestions:

- Choose one or two of the following activities from each section.
- Try to create appropriate atmosphere by decorating the room with posters and props, using costumes related to the activity, pre-meeting preparation by the 4-H members, thinking about special seating arrangements, and playing background music.



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## **GETTING STARTED**

**ACTIVITY:** *Ways We Are Special*  
(6 - 8 minutes)

**Materials:** a box or bag containing one item to represent each of the following ways we are special: our family (a family photo), the way we look (mirror, comb, etc.), special talents we have (sports equipment, tools, etc.), and nice things we do for others (a greeting card, letter).

Begin by telling the group that everyone is special in lots of different ways. Take one of the items out of the bag and talk about how it represents one of the ways you (personally) are special, e.g. using a mirror - "I have blue eyes, wear glasses, and have freckles." Go around the circle and ask each of the children to name something special about themselves related to the item from the bag. Select other items from the bag and repeat the activity. Encourage the children to think about many different ways we are all special.

**Application:** Everyone is special in some way. How are the people in your family special? How are your friends special?

**ACTIVITY:** *One of a Kind: Fingerprint Investigation* (4 - 6 minutes)

**Materials:** washable stamp pad and ink, white index cards, magnifying glasses.

Show the children how to make a fingerprint using the stamp pad.

Explain that their fingerprint is one of a kind. No one has a fingerprint exactly like theirs. Let each child make some prints. Look at them under the magnifying glass. Compare them with each other's prints. Some may be similar but none are identical. Emphasize that fingerprints are one of the ways that each of us is special.

**Application:** Your fingerprints are special, they are one of a kind. Can you think of anything else you have that no one else has?

**ACTIVITY:** *Fingerprint Family*  
(5 - 7 minutes)

**Materials:** white construction paper, washable stamp pad and ink, and fine tip colored markers. Have some more fun with fingerprints! Have the children make a fingerprint to represent each member of their family. Don't forget any pet! Invite the children to draw faces, hair, arms, legs and clothing on them. While they are busy making their prints, talk about the importance of our families and how our families make us special because no one has a family just like ours.

**Note to the Volunteer:** Have the children make extra fingerprints to use in the Art Exhibit and Display lessons in the subject area of Community / Expressive Arts.

**Application:** Think about your family. People from the same family often do special things for one another. What special things do you do for your family?

What do your parents, grandparents, brothers, and sisters do for you?

## **DIGGING DEEPER**

**ACTIVITY:** *All About Me Fact Sheet*  
(7 - 9 minutes)

**Materials:** blank fact sheet, measuring tapes, bathroom scale.

Randomly divide the children into teams of three. Explain that each team is responsible for helping all of its members fill out their fact sheets. Pass out the blank fact sheets and pencils. Some items will be able to be completed alone. The children will need to work as a team to determine height and weight (one child can measure while another records the information). When the fact sheets are completed, have the teams share a few of the special things they found out about each other.

**Application:** Working as a team member is a good experience. Can you think of other times you have worked as part of a team?



**ACTIVITY:** *Self-Portrait Puzzle*  
(7 - 9 minutes)

**Materials:** blank self-portrait puzzle pages, crayons and markers, scissors and envelopes. Show the children the blank portrait page. Encourage them to draw their own portrait. Point out the front and the back. Ask them to make sure they draw their portrait on the frame side. Encourage them to use the whole page, use lots of bright colors, and to try to color in all of the paper. When they are finished, help them cut their puzzles out using the puzzle pattern on the reverse side. Have them label the envelopes and use them to keep all the puzzle pieces in after they have assembled their puzzle.

**Application:** Puzzles can be fun to work and even more fun to make! Think about making a puzzle for someone special.

**ACTIVITY:** *Favorites Game* (7- 9 minutes)

**Materials:** timer, chairs facing each other in two circles.

Have the children sit in the chairs. Make sure that each child is sitting directly in front of another child (an adult can sit in if there is an uneven number of children). Tell the children they will have one minute to tell each other about one of their favorite things (what it is, why they like it, etc.). During that minute, both children must have an opportunity to talk. When one minute is up, the children sitting in the outside circle will stand and rotate clockwise to the next chair. A new favorite thing will be discussed for one minute. Continue rotating until everyone in the inner circle has had a chance to talk to everyone in the outside circle. Talk about these favorites, or make up your own.

- |                     |                          |
|---------------------|--------------------------|
| • bedtime snacks    | • place to go            |
| • subject at school | • book                   |
| • school lunch      | • kind of dog            |
| • hobby             | • kind of stuffed animal |
| • sport             | • movie                  |
| • ice cream flavor  | • game                   |
| • television show   | • toy                    |

**Application:** Listen to what people say at home, at school, or on television.

- Did anyone talk about their favorite things?
- Ask your family what some of their favorite things are.

## **LOOKING WITHIN**

**ACTIVITY:** *Good Things About Me* (6 - 8 minutes)

**Materials:** large piece of paper, markers  
Ask the children to think of good qualities about themselves such as being kind, funny, hard working among others. Make a long list and post it on the wall. Tell them that these are all things that make them special.

**ACTIVITY:** *Good Things About Me Chain*  
(7- 9 minutes)

**Materials:** list of good qualities from activity above, strips of construction paper (1" x 6"), markers, staplers, or tape.  
Help the children make paper chains that describe their good qualities. Have them look at the list and write one quality on each link or strip of paper. Have the children decorate the links. Help them staple or tape them together.

**Application:** Observe the people in your family. Do they have any of the same good qualities you have?

Do they have different qualities?



**ACTIVITY: "Me" Puppet** (10 - 12 minutes)

**Materials:** paper lunch sacks, markers, yarn, scissors and glue.

Help the children make "Me" puppets. Encourage them to make the puppets look as much like themselves as possible. Ask them to pay attention to eye and hair color, even their clothes! When they are finished, have the puppets introduce them-selves to each other and tell all about themselves.

**Note to the Volunteer:** Have the children make extra examples to include in the Art Exhibit and Display lessons in the subject area of Community / Expressive Arts.

**Application:** A puppet show can be lots of fun. Try one with your friends or your family at home.

**ACTIVITY: Song "If You're Special and You Know It"** (4 - 5 minutes)

As you sing this song, have children think of actions to use for each verse.

**If You're Special and You Know It**  
(sung to the tune of "If You're Happy...")

If you're special and you know it  
\_\_\_\_\_ (fill in action) \_\_\_\_\_ .  
If you're special and you know it  
\_\_\_\_\_ .  
If you're special and you know it  
And you really want to show it  
If you're special and you know it  
\_\_\_\_\_ !

## REACHING CONCLUSIONS

**ACTIVITY: "That's Me"** (5 - 7 minutes)

Ask the children to listen for words or phrases that describe or identify something about them. When they hear something that describes them, they should stand up and shout "That's Me!" Use the list below or examples of your own.

- has brown eyes • is the oldest child
- has one sister • was born in the summer
- likes pizza • owns a cat
- owns a dog • likes to skate
- has blue eyes • takes piano lessons
- likes to read • lives in the country
- rides a school bus • has more than one brother

After everyone has had an opportunity to shout "That's Me!" at least once, conclude the activity by telling them that everyone is special in lots of different ways. Have the group give one big round of applause for all the ways they are special.

## GOING BEYOND

**ACTIVITY: Name Plates** (5 - 7 minutes)

**Materials:** paper plates, magazines, newspapers, scissors, and glue.

Help the children find letters from their name to cut out and glue on their "name plate."

**ACTIVITY: "Me" Collage** (5 - 7 minutes)

**Materials:** paper, magazines, newspapers, scissors, and glue.

Have the children cut out pictures of things they like or can do and glue them to the paper.



## ALL ABOUT ME FACT SHEET

My name is \_\_\_\_\_.

I am \_\_\_\_\_ years old.

I am in the \_\_\_\_\_ grade.

I have \_\_\_\_\_ eyes.

My hair is \_\_\_\_\_.

I am \_\_\_\_\_ feet \_\_\_\_\_ inches tall.

I weigh \_\_\_\_\_ pounds.

My shoe size is \_\_\_\_\_.

My birthday is \_\_\_\_\_.

I like to eat \_\_\_\_\_.

*Adapted from materials developed by Ohio State  
University Extension and Penn State University  
Cooperative Extension.*